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ABSTRACT

This learning module is designed to provide the prospective teacher of English as a second-language with an overview of the contrasting features of the English and Spanish sound systems and practical classroom applications. After completing the learning activities in the module, the student is expected to be able to: (a) explain the main differences in pronunciation between English and Spanish vowels; (b) point out features of vowels, consonants, and consonant clusters that may cause linguistic interference for a Puerto Rican Spanish-speaker learning English; (c) outline an effective strategy for teaching English sounds to Puerto Rican Spanish-speakers; and (d) prepare a corrective exercise for one aspect of each of the components based on a contrast of the sound systems of English and Spanish. Optional and required enabling activities and pre- and post-assessment instruments are included in the module. (HMD)

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TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
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MODULAR SEQUENCE:
ENGLISH AS A SECOND LANGUAGE
METHODS AND TECHNIQUES

TTP 001.05 TEACHING ENGLISH SOUNDS TO SPANISH SPEAKERS

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SP 008 311

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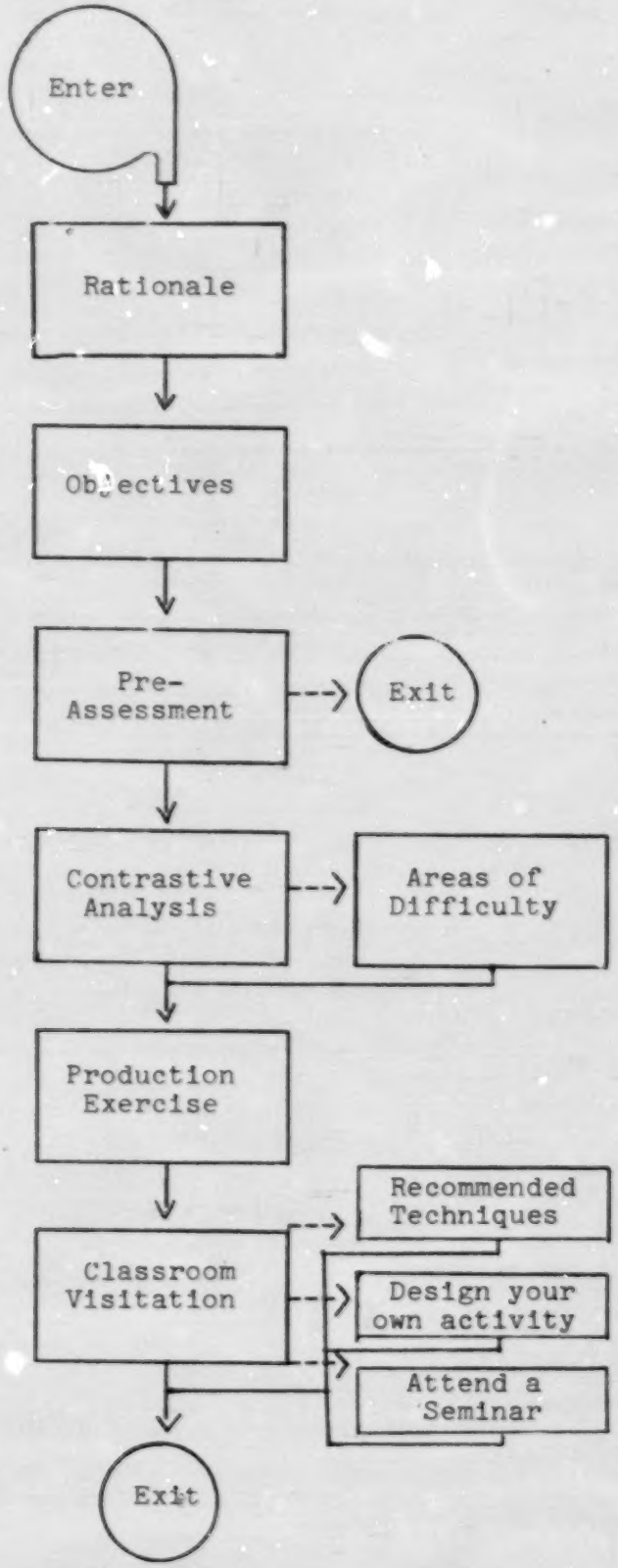
PHONOLOGY: TEACHING ENGLISH SOUNDS TO SPANISH SPEAKERS



RATIONALE

Each language has a unique sound system. Even languages which are closely related, such as Spanish and Portuguese, possess different sound systems, despite some similarities. These close but inexact similarities often account for a number of the substitutions the second-language learner makes in producing the sounds of the target language. When his native language does not have the target sound, the learner substitutes the closest native sound. Since this is done without full awareness on the part of the learner, the sound system of the target language must be systematically taught.

This unit of work will provide the participant with an overview of the contrastive features of the English and Spanish sound systems and practical classroom applications.

OBJECTIVES

Given a series of learning activities on the contrastive features of the sound systems of English and Spanish, the participant will be able to:

- -explain the main difference in pronunciation between English and Spanish vowels.
- -point out features of the following components of the English sound system which may cause linguistic interference for a Puerto Rican Spanish-speaker learning English:
  - -vowels
  - -consonants
  - -consonant clusters
- -outline an effective strategy for teaching English sounds to Puerto Rican Spanish-speakers.
- -prepare a corrective exercise for one aspect of each of the components based on a contrastive analysis of the sound systems of English and Spanish.

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise. Your performance on this assessment will determine which learning tasks you are to perform.

Directions: Answer the following questions according to the directions noted in each:

I. Explain the main difference in pronunciation between Spanish and English vowels.

II. List the English vowel sounds that are difficult for a Puerto Rican Spanish-speaker to produce and give the reason for the difficulty of each. Indicate the sound he substitutes.

III. List the English consonant sounds that are difficult for a Puerto Rican Spanish-speaker to produce and give the reason for the difficulty of each. Indicate the sound he substitutes.

IV. Explain why "sneakers" is a difficult word for a Puerto Rican Spanish-speaker to produce.

V. Outline an effective strategy for teaching English sounds to a specific group of Puerto Rican Spanish-speakers.

VI. Prepare a corrective exercise for each of the following components of the English sound system based on a contrastive analysis of English and Spanish:

A. Vowels

B. Consonants

C. Consonant clusters

I. Required:

A. Study the following contrastive analysis of English and Spanish sounds.

CONTRASTIVE ANALYSIS
A Comparison of English and Spanish

The Spanish Alphabet (28 letters)

Letter	Phonetic Pronunciation	Letter	Phonetic Pronunciation
a	ah	n	enay
b	bay	n	enyay
c	say	o	o
ch	chay	p	pay
d	day	q	koo
e	ay	r	airay
f	efay	rr	airray
g	hay	s	esay
h	achay	t	tay
i	e	u	oo
j	hota	v	vay
l	elay	x	eckeyo
ll	elyay	y	egreaga
m	emay	z	sata

K and W are found only in words of foreign origin.

1. Vowels:

a. a is like ah or a in father.

b. e is like ay in day but cut off sharply (when it comes at the end of a word or syllable). Otherwise, e is more like e in ten.

c. i is like the i in police.

y is pronounced like a Spanish i when it follows a vowel or stands alone.

muy - very; y - and

Otherwise, it is like the English y.

yo - I

d. o is like the o in no when it comes at the end of a word or syllable.

uno - one

e. Otherwise, it is like the o in north.

dos - two

f. u is as in rule.

uno - one

g. Vowels in Spanish are clearly pronounced and are not drawled or slurred over as they often are in English.

h. Common Vowel Combinations:

(1) ai, ay
aire - air
hay - there is, there are

(2) au
autobús - bus

(3) ei, ey
seis - six
ley - law

(4) ia, ya
gracias - thanks
ya - already

(5) ie, ye
pié - foot
yerba - grass

(6) io, yo
despacio - slowly
yo - I

(7) iu, yu
ciudad - city
yuca - yuca plant

(8) oi, oy
hoy - today

(9) ua
Juan - John

(10) ue
nueve - nine

(11) uo
continuo - continuous

(12) ui, uy
ruido - noise
muy - very

2. Consonants

a. c before consonants and the vowels a, o, and u is pronounced k.

cosa - thing

b. Before e and i it is pronounced in Spain like the th in thin and in Latin America like the s in see.

cerca - near; cierto - certain

c. ch is as in church.

mucho - much

d. d is like the English d. After a pause or after n it is pronounced like d in day.

día - day; donde - where

Between vowels it is pronounced like th in then.

poder - to be able

e. f is as in English.

familia - family

f. g is like the g in go.

grande - big

g. Before a, o, and u it is like g in go.

lugar - to place; gusto - pleasure

Before e and i it is like the Spanish j (a strong rasping h).

general - general

gu is like the g in go.

h. h is never pronounced.

hablo - I speak

i. j is a strong rasping h.

julio - July

j. ll is pronounced in Spain like the lli in million; in Latin America like the y in yes.

pollo - chicken

k. m is as in English.

mismo - the same

l. n is as in English.

nunca - never

m. ñ is like the ni in onion or the ny in canyon.

mañana - tomorrow

n. p is as in English.

para - for

o. qu is like the English k.

¿Que? - What?

p. r is like the British veddy for very.

América - America

q. rr is a trilling sound like the telephone operator's th-r-r-ee.

cigarrillo - cigarette

When r comes at the beginning of a word, it is pronounced like rr.

rico - rich

Be sure to listen for the difference between:

pero - but and perro - dog

r. s is like the s in see or the ss in lesson (never as in rose).

casa - house

s. t as in English.

fruta - fruit

t. y is as in yes.

ayer - yesterday

y meaning and is pronounced like i (in Spanish), e (in English).

norte y sur - north and south

u. z is like c after e and i; that is, it is pronounced in Spain like the th in thin and in Latin America like the s in see.

diez - ten

3. Consonant Cluster Problems:

a. "kt" clusters appear in Spanish in: acto - tacto - octavo - etc. but not in a final position.

act - walked - liked - etc. are difficult for Spanish speakers.

b. "sp" clusters appear in Spanish in: Español - espeso - esposa but always preceded by "e".

speak - study - etc. will be pronounced espeak and estudy by a Spanish speaker.

c. These clusters do not appear in an initial position in Spanish:

store, speak, snow, sky, sleep, few, cure, mule, beautiful, pure, street, screw, spring, square

d. These clusters do not appear in a final position in Spanish:

land, hunt, fast, fence, old, box, would, sink, act, change, melt, desk, help, milk, health, first, ask, bench, left, film, tenth, hands, fifth, eighth, clubs, bags, falls, rooms, lives, builds, saves, burns, warms, caps, cabs, laughs, boats, breathes, lifts, walks, lived, raised, pushed, pulled, touched, watched, danced, cashed, helped.

4. Explanatory Notes:

a. Contrastive Analysis: A comparison of English and Spanish.

b. Page 4 #7: J is a strong rasping H or an aspirated H in Latin-America.

c. Page 4 #12: /P/ in Spanish is unaspirated while in English, in a beginning position, it is a heavily aspirated sound.

d. Page 4 #14: Spanish /r/ is an alveolar flap, produced by a rapid motion of the tongue tip upward from behind the lower teeth across the alveolar ridge with no stop-phase between, merely touching against the alveolar area in passing

on to the next sound.

Spanish /rr/ is a tongue-tip trill producing a stretched vibration with two or more interruptions.

*Note: The above material was taken from the Hartford, Connecticut ESL Curriculum

B. Present the following exercise to a bilingual Spanish/English speaker. Carefully study his/her sound production in order to determine similarities and differences. Point out cases of linguistic interference.

1. English words — Spanish words

a. /d/

daddy	dado
deader	dedo
doddering	dormido
dpodle	dolido
shudder	todo
ladder	pida

b. /r/ and /rr/

airway	héroe
Sarah	cera
very very	beriberi
ear	ir
lay air	leer
borrow	barro
Korea	corría

c. association - Spanish /r/ between vowels with English /t/ or /d/ between vowels:

photo	foro
auto	oro
motor	moro
coda	cora
leader	lira

d. /t/

too	tu
tea	ti
photo	foto
Peter	pita

e. /p/

pace	pez
pone	pon
pawn	pan
popper	papa
copper	capa

English words	Spanish words
f. /k/	
coal	col
conn	can
kay	qué
call	cal
g. /l/	
wheedle	Gil
akettle	aquel
chattel	chal
mottle	mal
hotel	hotel
coal	cal
soul	sol

2. Some consonant sequences:

English words	Spanish words
a. /pl/	
plan	plan
blank	blanca
floor	flor
b. /cy/ - (c= consonant)	
puberty	pubertad
purify	purificar
bureaucracy	burocracia
distribution	distribucion
fume	fuma
future	futuro
Cuba	Cuba
occupied	ocupado

3. Some vowels:

English words	Spanish words
a. stressed /i/	
mill	mil
sin	sin
fin	fin
tea	ti
bee	vi

English words	Spanish words
b. /u/	
pass	pus
rook	rus
too /uw/	tu
moo /uw/	mu
c. /a/	
pot	pata
hock	jaca
not	nata
d. /o/	
English /uw/	Spanish /o/
cone	con
coal	col
cocoa	coco
e. /e/	
mess	mes
tess	tez
Bess	vez
dell	del
day /ey/	de
say /ey/	se

4. Some diphthongs:

English words	Spanish words
a. /ey/	
lay	ley
ray	rey
base	veis
reign	reina
b. /ay/	
eye	hay
sigh	saya
bile	baile
tine	taino

English words	Spanish words
c. /oy/	
boy	voy
toy	hoy
d. /aw/	
out	auto
how	jau
cows	causa
paut	pauta

C. Activity:

Visit a local ESL classroom to determine ways the teacher can combat linguistic interference.

II. Optional:

A. Read:

"Some Likely Areas of Difficulty for Spanish Students of English," in Allen, Harold B. and Russell N. Campbell, Teaching English As A Second Language: A Book of Readings (New York: McGraw-Hill Book Co., 1972), pp. 135-148.

B. Study the techniques recommended to teach the sound system of English in the following books:

1. Allen, Robert L. et a. English Sounds and Their Spellings. New York: Thomas Y. Crovell Co., 1966.

2. Finocchiaro, Mary and Michael Bonomo. The Foreign Language Learner: A Guide for Teachers. New York: Regents Publishing Co., 1973.

3. Gattegno, Caleb. Teaching Foreign Languages in Schools. New York: Educational Solutions, Inc., 1963.

4. Nagore, M.L. New Sounds of the English Consonants: Sonidos Nuevos de las Consonantes Inglesas. Tucson, Arizona: M.L. Nagore and Co., 1970.

5. Prator, Clifford H., Jr. and Betty Wallace Robinett. Manual of American English Pronunciation, Third Edition. New York: Holt, Rinehart and Winston, Inc., 1972.

C. Design your own learning activity.

D. Attend a seminar as scheduled by your module coordinator.

POST-ASSESSMENT

Directions: Answer the following questions according to the directions noted in each:

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B. Consonants

C. Consonant clusters

Competency will be certified when your module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.